











Indiana K-6 Reading Framework

COMMITMENT

	 Reading Goals	 Instruction	 Assessment	 Leadership	 Professional Development	 Commitment
 Schools						

Guiding Principles:

- ☒ Each school's Reading Leadership Team should develop a Reading Plan.
- ☒ Schools must be committed to implement the necessary changes to improve reading achievement for all students.
- ☒ Regular progress reports are provided to stakeholders regarding the Reading Plan.
- ☒ Staff and resources are purposefully and effectively used to support reading goals.
- ☒ The Reading Leadership Team promotes a culture of shared responsibility and accountability for results.
- ☒ The whole community is engaged in promoting reading achievement.
- ☒ The Reading Leadership Team develops a system for ongoing evaluation and utilization of assessment and observational data to monitor progress and ensure instruction meets students' needs.

School staffs are involved in the implementation of many curricular initiatives. However, no single academic goal is as important to school achievement and lifelong success as learning to read well. Schools must focus on reading achievement and be very specific about what they will do to enable all students to become proficient readers. For students reading below grade level, schools must clearly articulate how they will provide the strongest core instruction and the most precise and intensive interventions possible to help these students become capable readers. For students reading at or above grade-level, schools must clearly describe how they will maintain strong reading skills, how they will advance reading skills to the highest possible level, and how they will challenge students who are already highly capable readers. In addition to designated reading instructional time, schools must identify how students will learn to successfully read all content materials and use reading to further their knowledge.

Commitment without action is a hollow pledge.

--Linda Diamond,
author *Teaching Reading Sourcebook*

The commitment of the school community to ensure a high level of reading achievement for all students is reflected only in the actions it takes. The school's Reading Plan is the written pledge; the actual observable classroom instruction and the evidence of student achievement reflect the actions taken.

The Reading Plan

Indiana's K-6 Reading Framework lays out the structure for a school's Reading Plan. This reading plan may be articulated within a broader literacy plan that addresses reading, writing, speaking and listening, and language. The information in the framework, however, focuses on the Reading Plan. The major components of the school's plan should include the following, but not be limited to:

- ☑ Establishing formative and summative reading goals (see Goals Section)
- ☑ Assessing students on a regular basis to inform instruction (see Assessment Section)
- ☑ Providing scientifically-based reading instruction that focuses on the five components of reading (see Instruction Section)

- ☑ Developing and implementing leadership structures and behaviors that promote guidance and support of effective reading instruction (see Leadership Section)
- ☑ Designing and implementing an ongoing professional development system that focuses on effective reading instruction and is grounded in student data (see Professional Development Section)
- ☑ Implementing effective communication strategies for all school stakeholders (see Commitment Section)

The Reading Plan should be made public and promoted in the school community in order to build a shared understanding of the school's expectations. In essence, the plan is the reading program blueprint and the school's commitment to its students and families. The Reading Plan should be institutionalized so that it remains intact despite staff changes. A school's Reading Plan should not be dependent on a particular administrator or teacher. Rather, the Reading Plan should be built on a solid base of proven practices and designed to meet the needs of the school's students.

While the Reading Plan should be relatively stable from year to year, the Reading Leadership Team should update it regularly based on schoolwide decisions derived from fully analyzing student achievement data. While summative and formative goals will likely remain fairly constant, reviewing student data may result in changes to formative goals. As Indiana implements the Common Core State Standards, a new generation of summative assessments will be developed. These changes will need to be reflected within the Reading Plan.

Professional development is one area within the Reading Plan that is likely to change from year-to-year. While it should reflect enduring principles of high-quality professional development, including extended opportunities for job-embedded practice, guidance by an expert, and connections to assessment data, professional development must be responsive to needs and, therefore, must be dynamic. In one year, the focus may be on learning about methods to improve fluency as a result of low scores on formative tests. In another year, with adoption of new materials, the focus will be on learning a new program. Student data, staff input, and observed instructional needs will drive specific professional development areas of focus. However, professional development should be sustained, rather than started one year and dropped the next.

An excellent Reading Plan should include both a summary statement about each component of the Indiana K-6 Reading Framework and details about how each of the six components will be implemented. The assessment component, for example, will include the specific assessments to be used at each grade, who will administer them and when, how the data will be entered into a database, when analysis will occur, and how the results will be used. A list of resources and tools are provided at the end of this section, including a detailed calendar of schoolwide actions leading to full and effective implementation. Other excellent resources are available at the Oregon Reading First website and the Center on Teaching and Learning at the University of Oregon (<http://ctl.uoregon.edu/>).

The school's Reading Plan should be regularly shared with others, including LEA staff, school board members, community leaders, and parents. Each school's Reading Plan should be aligned to the LEA's overall comprehensive reading plan and approved and supported by the superintendent and district leadership. LEA staff may actively assist a school to develop its Reading Plan. Each school's plan should then become the focus of regular board and LEA reports on student progress. In this way, the LEA facilitates collaboration between and among buildings, reduces issues due to student mobility, and ensures that the Reading Plans are prominent priorities.

Taking Action

During the course of the school year, staff should monitor student progress toward individual formative and summative reading goals. Monitoring is only effective when rapid response is provided. As soon as student data indicates student, grade-level, or school-wide problems, action is required. The Reading Leadership Team must be ready with a plan and be prepared to assist with its execution. When many issues emerge at once, the Reading Leadership Team should respond strategically, prioritizing action steps. When students are not making progress, teachers must have time to meet with the appropriate support staff and/or the principal to plan and implement instructional modifications and interventions. The Reading Leadership Team should identify standard intervention protocols so that each intervention decision does not need to be idiosyncratic. This will enable changes to occur rapidly. For example, when a

student experiences difficulty with fluency, the school should have an identified plan for further diagnostics, such as administering a phonics assessment to determine whether underlying decoding issues are impeding fluency. Based on the results, the standard protocol may require the use of a phonics supplement for a specified period of time. Once the decoding deficiency is corrected, if fluency is still an issue, the protocol would require the use of a fluency supplement.

Action Plans should be regularly reviewed. Following major data points, the Reading Leadership Team should meet to make decisions about adjustments to the Reading Plan and to address immediate instructional issues. The leadership section included reference to an Action Plan for identified issues. Well-designed Action Plans include the following elements:

- The component that needs to be addressed (e.g., assessment, professional development)
- The target for the action (e.g., grade, whole school, or specific group)
- The specific action(s)
- The person/group responsible
- The resources needed
- The measures used to gauge progress
- A timeline for implementation and when progress will be reported

Sample School Action Plan¹

	Reading Plan Element	Schoolwide, Grade, and/or Group	Action	Person Responsible	Progress Report
1	Instructional Materials	3 rd grade, intensive students	<ol style="list-style-type: none"> 1. Implement with fidelity <i>Reading Mastery Classic</i> with all 3rd grade students in the High Risk category 2. Implement <i>Language for Learning</i> to support English learners 	Reading Coach and 3 rd grade Intensive Intervention Teachers	9/15 2010
2	Time	3 rd grade, intensive students	<ol style="list-style-type: none"> 1. Establish a pacing guide for Reading Mastery 2. Provide 45 minutes of direct instruction at correct level every reading block, 15 minutes of rereading, and 5 minutes for review 3. Provide additional 60 minutes of double dosing 	Reading Coach and 3 rd grade Intensive Intervention Teachers	9/15/ 2010
3	Differentiated Instruction/ Grouping/ Schedules	3 rd grade, intensive students	<ol style="list-style-type: none"> 1. Students will be grouped based on program placement guidelines, DIBELS, and diagnostic data 2. Intensify and provide explicit instruction 3. Groups will be no larger than 8 students 	Reading Coach and 3 rd grade Intensive Intervention Teachers	9/15/ 2010
4	Professional Development	3 rd grade intensive students	<ol style="list-style-type: none"> 1. Staff will receive 3 days of training during the summer 2. Coach will meet every two weeks with 3rd grade interventionists to practice lessons 3. External <i>Reading Mastery</i> expert will provide 3 days of in-class coaching 4. If more than 30% of students continue to have difficulty, principal will work with coach to determine added professional development 	Reading Coach, principal, and 3 rd grade Intensive Intervention Teachers	8/2010 9/2010 Regularly
5	Principal	3 rd grade intensive students	<ol style="list-style-type: none"> 1. Principal will observe 3rd grade intensive intervention classes weekly, once during reading block, and once during double dose sessions 	Principal	Start of year and throughout first quarter
6	Differentiated Instruction/ Grouping/ Schedules	All 5 th grade students at moderate risk	<ol style="list-style-type: none"> 1. Group students for additional 30 minutes of targeted vocabulary instruction 2. Use identified "teachable" words from Dr. Biemiller's list and content-specific words 	Reading Coach, principal, and all 5 th grade teachers	Start of year August 2010 to develop vocabulary lists

¹ Note: this plan is merely a sample from one school. The Indiana Department of Education does not endorse a specific curriculum.

Monitoring the results of such an Action Plan by regularly observing instruction and studying progress monitoring data allows the Reading Leadership Team to decide if any changes are needed in the Reading Plan.

Reporting to Stakeholders

Successful implementation requires active participation among a variety of stakeholders, school staff, LEA staff, community members, parents, and school boards. By keeping all constituents informed about the progress of the school's Reading Plan and student achievement, the Reading Leadership Team will keep reading instruction in the forefront of its improvement efforts.

A data summit is an excellent vehicle for involving the staff in regular analyses of student reading data.² At a data summit, the whole staff meets together to review schoolwide and grade level student reading data. Data reviewed should include formative and summative achievement results for students in all tiers and of all ability levels. By making data transparent, everyone working in a school will be able to contribute to ensuring all students meet or exceed reading goals. At a data summit that brings together the entire staff, teachers may develop Action Plans and celebrate and acknowledge their successes.

The principal leads the data summit by opening with a State of the School's Reading Progress, much like the President's State of the Union address. This report should include mid-year or end-of-year outcomes, comparisons across years, and reports about the effectiveness of instructional support systems and tiered interventions. The opening should present data on the percentages of students meeting or exceeding grade-level

By focusing on data, all staff will understand professional development priorities and action plans. All staff can celebrate their successes together and receive public acknowledgement for their hard work.

reading goals along with trend data. A second section of the report should discuss the extent to which student needs have been met, showing the percentage of students who made adequate reading progress over the year, as well as students who started at no or low risk and remained at no or low risk. The report should include information on specific priority groups of students: English learners, special education students,

² NASSP, 2005; Torgesen, Houston, Rissman, & Kosanovich, 2007; Torgesen, Houston, & Rissman, 2007

students in tiered interventions, as well as high performing students. If 40% of the students in a school, for example, demonstrate high, above-grade-level reading performance at the beginning of the year, but by the middle of the year, only 60% maintain their performance level, the staff needs to examine the causes and plan appropriate interventions.

Beyond the school staff, the principal should report progress to the LEA. The State of the School's Reading Progress Report could show the LEA how well a school's Reading Plan is working and what is still needed to improve outcomes. The LEA could hold its own data summit to review each school's reading progress and determine what actions are needed at the LEA level to improve student reading performance. Such mid-year and end-of-year reports should become a regular agenda item for school board meetings and community presentations so that all stakeholders share responsibility for student reading achievement.

Parents, of course, need to know the progress of their children. At parent meetings, school staff should share the Reading Plan. At these meetings, teachers should explain the assessments used and the expected benchmarks the students should be meeting. Using data displays can be helpful, particularly aimline charts and trend data that highlight progress. When students are not reading at grade level, it is important to explain to parents what actions are being taken and how they can help their students.

Maximizing Resources and Staff

The Reading Leadership Team must address staffing for all tiers of reading instruction. When vacancies occur, the school leadership should actively identify and attract highly qualified educators who will help move the school's reading program forward. Because reading instruction has often been cause for debate and argument, when hiring new staff, it is important to be clear about the school's reading instructional practices and expectations.³ Sharing the school's Reading Plan with prospective candidates is useful. In addition, the LEA and school leadership should have a plan for teacher turnover and new teacher and principal induction. A school's Reading Plan

³ Smith, 2008

should document opportunities for yearly professional development for novice teachers, teachers new to the school, and veteran teachers aligned to core instruction, interventions and assessment. To build local expertise, grade-level leads can attend program trainings as well as trainings focused on meeting facilitation and data study. In this way, multiple staff members can ensure the program runs smoothly regardless of staff changes.

Although school budgets are never ample, it is important for schools to carefully coordinate their different funding sources and maximize the resources needed for the reading program. While the LEAN and principal manage the school budget, the Reading Leadership Team may uncover additional resources that can support the Reading Plan. Many school staffs are unaware, for example, that they may use up to 15% of special education funding to support early intervening services for all students. This means that the school can fund tiered reading interventions from special education resources.⁴

In addition to staffing and funding, maximizing the use of instructional time, and purposefully organizing instruction, selecting the most appropriate materials is a way to improve reading instruction and student performance. The Reading Leadership Team must ensure that time for reading instruction is sufficient and protected (see Instruction Section). Teachers must have all the materials that are essential for full implementation of the core as well as supplemental and intensive intervention programs (see Instruction Section). Flexible grouping and intervention class size are resource decisions that also affect reading outcomes.

Sharing Responsibility

“The design of an effective system of schools must aim to nurture in every school community, and in each of the school professionals who work there, the responsibility to educate every child well and to support their parents.”⁵ This finding from an extensive study of an urban district’s reform strategy, applies equally well to effective implementation of a school’s Reading Plan. In a culture of shared responsibility for ensuring all students read at or above grade-level, elementary staff work together.

⁴ IDEA

⁵ Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010

Grade-level teams develop their instructional support and action plans, they monitor student progress, meet to solve seemingly intractable problems, and provide collegial support for each other in order to perfect their instructional delivery.

After teachers receive screening assessment results, they can meet together to set individual student goals and plan instructional groups within or across classrooms. In some schools, the team may develop a “walk to reading,” or regrouping model in which students at the same instructional level but from different classrooms are taught by a particular teacher or specialist for a portion of their reading instruction and then return to their main classroom for the remainder of instruction. Cross-class and even cross-grade flexible instructional grouping requires teachers to share ownership of student outcomes. Such an approach requires greater communication and planning than retaining one’s own students for the entire reading instructional time, but it creates options for providing students with efficient, targeted instruction. High-ability students should also be grouped to receive a high-ability replacement core. This should be delivered a teacher trained in high-ability education.

Engaging the Whole Community

Garnering community-wide support for reading as a priority is crucial. In 2009 The Indiana Department of Education made reading the state’s top educational priority, starting with a Reading Summit in October to raise awareness of the need for a statewide reading framework. In 2010, Indiana legislators passed Public Law 109 which requires third-grade students to master reading proficiency skills necessary to be successful in subsequent grades. The Department of Education expects LEAs to prioritize reading by reexamining their current practices, materials, and instructional time, and by incorporating reading into all other subject areas. The Superintendent of Public Instruction has issued a call to action not just to schools but also to parents, business leaders, and community members. Each school’s Reading Plan should be a starting point for community engagement on reading achievement. The school can host parent and volunteer literacy events spotlighting student work and the Reading Plan. During those literacy events, schools can also provide training for parents on ways to help their children improve their reading skills at home and share ways families can

promote reading outside of school. Teaching parents how to improve their child's reading by sharing the strategies used in school gives parents direction and enables them to use a common vocabulary with their children. The focus should be on positive suggestions that include ways to read with and to a child as well as ways to interact around letters, sounds, language, and print information. The following table provides a **sample** of tips for parents taken from Indiana's *OnTrack* Student Success Mini-Magazines.

Grade	Activity
Kindergarten	<ul style="list-style-type: none"> ▪ Set aside 20 minutes a day to read together. ▪ Identify the author and illustrator of the books you read together. ▪ Name the parts of the book and move your finger from left to right as you read. ▪ Discuss pictures and words. ▪ Before you turn the page, ask your child what he or she thinks will happen next. ▪ Point out easy "sight" words like "the" and "said."
1 st Grade	<ul style="list-style-type: none"> ▪ Set aside 20 minutes a day to read together. ▪ Identify the author and illustrator of the books you read together. ▪ Point out easy "sight" words. ▪ Use word and picture clues to help your children predict what will happen next.
2 nd Grade	<ul style="list-style-type: none"> ▪ Make sure your child reads at home for at least 30 minutes each day. ▪ Keep reading aloud. Bedtime is a great time to read from literature and information sources that promote vocabulary and content growth. ▪ Visit a library together.
3 rd – 6 th Grades	<ul style="list-style-type: none"> ▪ Make reading a part of every day, and make sure your child reads every day. ▪ Point out newspaper articles of interest. ▪ Subscribe to your child's favorite magazine. ▪ Visit the library together.

Parents want to know how their children are doing, and by regularly sharing student progress and any planned actions the school will take when a youngster is not making progress, parents will trust that the school is living up to its commitment to ensure that every student reads at or above grade level. If the students are not demonstrating adequate progress, the communication strategies detailed in the Reading Plan should be followed. For example, if a student has missed a progress monitoring benchmark, the parents should receive notification along with the plans for getting the student back on track. This may require further diagnostic testing, a

schedule of frequent progress monitoring, adjustments to the instructional group, added time for reading instruction, or a change in the intervention program.

Beyond the immediate family, the community and state have an interest in building strong readers. *Learn More Indiana* represents a statewide effort to raise the education level of all of Indiana's youth. This collaborative project brings together the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission of Indiana. In addition to this statewide effort, schools can invite community members to support the Reading Plan by purchasing books for the school and classroom library collections, by becoming reading buddies, tutors, and mentors. With all stakeholders committed to improving reading achievement, all of Indiana's students will become capable and enthusiastic readers.

Summary

By ensuring that all K-6 students meet formative and summative reading goals, the school staff makes a commitment to each student's future success, including the attainment of a high school diploma, the opportunity to excel in post-secondary education, and the prospects of a rewarding career. The Indiana K-6 Reading Framework provides a structure for the development of and implementation of a Reading Plan at each school. The subsequent Action Plan and Reading Plan serve as visible documentation of how the school will implement the Indiana K-6 Reading Framework as required by PL 109. Through regular progress reports to all stakeholders, the school makes its commitment transparent, and through thoughtful allocation of resources, the school leadership enables the plan to take root. By sharing responsibility for reading achievement and garnering the support of the whole school community, the school's commitment will be strong and enduring.